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ABSTRACT

This report represents the eighth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs by soliciting input from education faculty, preservice teacher candidates, program graduates (undergraduate and graduate levels), and principals of teachers prepared by Central. Study results indicate that 79 percent of the previous year's graduating class secured full-time teaching positions within the state (as opposed to 58 percent for 1996-97 graduates). Central's teacher education graduates were employed in 177 of Missouri's 525 districts. Most students in the preservice program were female and white. Most of the first and second year teacher respondents planned on teaching 5 or more years from now. Teachers' top three areas of dissatisfaction in their current positions were salary/fringe benefits, level of support from parents and community, and opportunities for professional advancement. Fifty-eight percent of principals hiring Central's graduates who responded to the survey felt the teachers were strongly prepared for their current positions. The principals felt that methods used to evaluate teaching performance was the top area of dissatisfaction for teachers. The bulk of this report is survey materials. (SM)

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ED 429 965

1999 Teacher Education Follow-Up Study

as compiled by the

Teacher Education Assessment Committee

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April, 1999

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DATE: April, 1999

TO: Professional Education Faculty Member

FROM: John R. Zelazek, Chair
Teacher Education Assessment Committee

RE: 1999 TEAC Follow-Up Study

Attached is your copy of the 1999 Teacher Education Follow-Up Study. If you have any questions, concerns or suggestions please contact me at 8691, 4235 or zelazek@cmsu1.cmsu.edu.

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Introduction

This report represents the eighth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri. TEAC was established in April of 1988. TEAC's current committee members are as follows: John R. Zelazek, Wayne W. Williams, Charles McAdams, and Kyle Palmer.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's Professional Education Faculty; B) Pre-service teacher education candidates at Central; C) Graduates of Central's undergraduate teacher education programs; D) Employers (principals) of educators who were prepared by Central, and E) graduates who completed MSE and EdS degrees in Education. The results of all assessments and evaluations are shared with all departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. Demographic trends of teacher education classes, at both elementary and secondary levels, have been tallied, analyzed and distributed in order to help in load assessment, needs assessment, future planning for program adjustment, and personnel management. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture rather than fragmented pieces.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a data-base of 15,500 past and present Central students and coordinates that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed four major surveys based on Freeman's (1988) research. TEAC provided information for the Missouri Department of Elementary and Secondary Education and NCATE accreditations and the North Central Association assessment. The results of the DESE and NCATE studies have been shared with the appropriate committees for accreditation reports.

Conclusions

The data revealed that **79%** of Central's previous year's graduating class secured full-time teaching positions within the State of Missouri as compared with 58% for 1996-1997 graduates.

Central's teacher education graduates, first-year and second-year teachers only, are employed in 177 of the 525 districts across the State of Missouri. Of those Central graduates employed as full-time teachers in the Missouri public school systems, 74% were employed in school districts that reside within a 90 mile radius of CMSU.

TEAC does not have access to employment statistics of Central graduates in states other than Missouri, nor in Missouri private school settings, substitute teacher listings, Day Care Schools, state asylums, and other teaching situations not listed by the State of Missouri (DESE) Statistical Office.

Students in the Foundations classes were predominantly (81%) females. Nine percent listed their cultural backgrounds as other than white. Ninety-two percent were full-time students. When asked to rate their academic background, the Foundations students rated Non-Western philosophies and cultures as their weakest area and Social Studies as their strongest.

Seventy-nine percent of the 1998-1999 student teachers were females. Ninety-five percent were white. The students rated their student teaching experience very high as did past student teachers, and their advice/counseling received from academic advisors as weakest. When asked to rate their academic background the student teachers rated Child/adolescent growth and development as their strongest area of academic background and Non-Western philosophies and cultures as their weakest.

The average salary for Central graduates (First-year and Second-year teachers) was $24,402. Ninety-four percent of the first and second year teacher survey respondents classified themselves as white. Eighty-four percent were full-time students while completing their undergraduate degree. Seventy percent of the graduate survey respondents plan to work on graduate degrees in education with thirty-five percent planning to complete their graduate work at Central.

Ninety-two percent of the first and second year teacher survey respondents were full-time classroom teachers. The teaching level appeared to be equally stratified from early elementary to senior high school. Eighty-one percent hold positions at their preferred teaching level.

Eighty-five percent of the first and second year teacher survey respondents survey respondents planned on teaching five years or more from now. Fifty-one percent found it necessary to obtain employment outside the school system during the school year. Eighty-seven percent stated they would enroll in a teacher preparation program again. The teachers' top three areas of dissatisfaction in their current positions were salary/fringe benefits of teaching, level of support from parents and community, and opportunities for professional advancement.

Fifty-eight percent of the principals hiring Central's graduates who responded to the survey felt that the teachers were strongly prepared for their current positions. The principals felt that methods used to evaluate teaching performance was the top area of dissatisfaction for teachers.

(TEAC--Foundations of Education--1999)

Of the 364 Foundations of Education students enrolled during the 1998-1999 school year, 337 (93% return) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex: (Check one)

males	067
females	270

2. Age: Fill-in 22.0 (average)____years

3. Are you a Post-Bachelor Student? Circle

Yes 24

4. How would you describe yourself? Check only one.

American Indian	006
Asian or PI	005
African American	008
Hispanic	010
White	308

5. How would you characterize your status as an undergraduate? Check only one.

Full-time student	313
Part-time student	007
Sometimes full-time/part-time	007

6. When do you plan to complete all requirements of your teacher certification program? Check only one.

Fall 1998 through summer 1999	006
Fall 1999 through summer 2000	027
Fall 2000 through summer 2001	124
Fall 2001 through summer 2002	121
Other	059

7. What do you consider to be the primary goal of education? Check only one.

Promoting academic development	150
Enhancing personal development	151
Facilitating social development	014

8. How do you rate your academic background in each of the following areas ?

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student responses

3.6	Mathematics
3.8	Social Studies
3.2	Natural Sciences
3.7	Humanities
3.3	Multi-cultural issues and perspectives
2.8	Non-Western philosophies and cultures
3.4	American history
3.4	American literature
3.1	Education-historical and philosophical development
3.4	Contemporary educational issues
3.4	Theories/principles of how students learn
3.6	Child/adolescent growth and development
3.1	Social and political roles of schools in America
3.2	Classroom management techniques/procedures
3.1	Legal and ethical responsibilities of teachers
3.2	Assessment and evaluation of students

Of the 294 student teachers enrolled during the 1998-1999 school year, 294 (77%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex:

males	067
females	227

2. Age: 27.2 years (Average)

3. What was (will be) your marital status at the time you complete certification?

Single	174
Married	116

4. How many minor children do you have living with you?

None	190
One	038
Two	047
Three or more	017

5. How would you describe yourself?

Native American	000
Asian or PI	000
African American	007
Hispanic	003
White	227
Other	005

6. How would you characterize your status as an undergraduate?

Full-time student	266
Part-time student	007
Sometimes full-time/part-time	014

7. When will you complete all requirements of your teacher certification program?

Fall 1998	143
Spring 1999	112
Summer 1999	036

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8. On a scale of one to five, how would you rate the overall quality of:

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

4.0	Your teacher preparation program
4.1	Courses in your undergraduate major field
3.9	Courses in your minor field(s) May not apply
3.5	The liberal arts/general education courses you have taken
4.6	Your student teaching experience
3.7	Advice/counseling you received from your departmental advisor in your major
3.6	In your minor field(s) of study. May not apply
3.1	Advice/counseling you received from your academic advisor
4.0	Support, assistance, and help from faculty and staff in your education program

9. To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher? These courses have made a(n) _____ contribution to my success.

Very significant	036
Significant	148
Moderate	090
Insignificant	009
Very insignificant	006

10. How would you rate your preparation to teach in culturally diverse settings ?

Excellent	047
Good	111
Average	195
Weak	029
Poor	006

11. How would you rate your preparation to teach AT RISK students ?

Excellent	036
Good	093
Average	106
Weak	053
Poor	012

12. Do you feel you are a(n)..

Exceptional student teacher	081
Better than average student teacher	168
Average student teacher	034
Below average student teacher	006
Inferior student teacher	001

13. How do you rate your academic background in each of the following areas ?

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.4	Mathematics
3.4	Social studies
3.4	American History
3.6	Natural sciences
3.8	Humanities
3.6	Multi-cultural issues and perspectives
2.9	Non-Western philosophies and cultures
3.4	Education historical and philosophical development
3.8	Contemporary educational issues
4.1	Theories/principles of how students learn
4.1	Child/adolescent growth and development
3.6	Social and political roles of schools in America
4.0	Classroom management techniques/procedures
3.7	Legal and ethical responsibilities of teachers
3.5	American Literature
3.5	Assessment and evaluation of students

February, 1999

Dear Educator,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 21, 1999.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. **We need to conduct a follow-up of students who completed certification or graduated from our programs and are first or second year teachers**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your principal to make him/her aware of our surveys, and ask him/her to participate in an employers' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

Of the 599 Graduates (First and Second Year Teachers) employed in the State of Missouri during the 1998-1999 school year, 316 (53%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1A. Sex:

Males	067
Females	236

1B. Level:

Elementary	125
Secondary	138
other	33

2. Age in years: 29.2 years (Average)

3. What was your marital status at the time you graduated from college?

Single	161
Married	133
Other	006

4. What is your current salary per school year? $24,402 (Average)

How many years have you been teaching?

One	132
Two	173

5. How would you describe yourself?

Native American	005
Asian or PI	001
Hispanic	003
White	283
African-American	006

6. How would you characterize your status as an undergraduate?

Full-time	253
Part-time	011
ft/pt	020

7. During which semester did you complete all requirements of your teacher certification program?

Before Summer 96	073
Summer 96 through Spring 97	107
Summer 97 through Spring 98	100
Summer 98	023

8. How many children do you have?

None	172
One	043
Two	053
Three	024
Other	007

9. Do you plan to do your graduate work in education?

Yes	214
Not Sure	048
Completed	030

10. Do you plan to do your graduate work at CENTRAL MISSOURI STATE UNIVERSITY?

Yes	107
Not Sure	095
No	075

11. How would you describe your current position in education?

Full-time teacher	285
Permanent substitute	003
Part-time teacher	004
Day to day substitute teacher	001
Education specialist	003
School administrator	006

13. At what grade level do you teach?

Preschool/kindergarten	104
Early elementary/grades 1-3	016
Upper elementary/grades 4-5	013
Middle school/jr. high	062
Senior high school,	081
Other	025

14. Is this the level at which you prefer to teach?

Yes 252 No 047

15. --#15 is for Secondary Majors only--(a) What subject(s) do you teach? (check all that apply)

_7_Agriculture _12_Art 13_Biology _15_Business _3_Computer Sci.

_2_Marketing _10_Earth Sci. _17_English _10_Health _5_Home Econ

_11_History _4_Industrial (ARTS) Technology Education _4_Journalism

_20_Mathematics _8_Music _15_Physical Education _10_Physical Sci

_27_Social Studies _19_Special Ed. _07_Speech/Theatre _11_Foreign Lang.

16. What best describes your teaching assignment?

Contained Classroom	214
PE instructor	017
Art instructor	012
Music instructor	007
Other	041

17. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed ?

256 graduates responded that 100% of the assignment was in their areas of certification/endorsement. Thirty-nine graduates responded that at least 10% to as much as 90% of their assignment was not in their area of certification or endorsement.

18. For how long have you been teaching full time?

Less than one year	132
1 to 2 years	122
2 years	016
Other	027

19. Five years from now, do you plan to be ?

Teaching	246
Education Specialist	018
Continuing Education	020
Out of Workforce	017

20. How much longer do you expect to teach?

< five years	048
5-10 years	033
11-20 years	069
More than 20 years	132

21. In the past year, have you been employed in some capacity besides your teaching assignment?

No	123	Yes	158

If Yes, how would you describe your other source(s) of income? (circle all that apply)

066	Coaching
046	Other school-related assignment during the school year
080	Employment outside the school system during the school year
071	School-related job during the summer

22. If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	168
Probably yes	098
Probably not	017
Definitely not	005

23. Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for each response

2.6	Salary/fringe benefits
1.9	Quality/level of administrative support
1.7	Level of personal challenge
2.1	Methods used to evaluate your teaching performance
2.0	General work conditions
2.0	Intellectual stimulation of the workplace
2.0	Geographical location
2.2	Opportunities for professional advancement
2.4	Level of support from parents and the community
1.9	Level of support from administrators and colleague
1.7	Interactions with colleagues/students
1.8	Your sense of professional autonomy/level of discretion

24. Do you plan:

to transfer to a different school within your current district ?	Yes 020	No 204
to seek employment in another district?	Yes 040	No 164
to seek employment outside of education?	Yes 004	No 172

25. To what extent have education courses (other than field-base experiences) contributed to your success as a teacher? These courses have made a _____contribution to my success.

Very significant	029
Significant	117
Moderate	113
Insignificant	024
Very insignificant	008

26. At the time you completed your teacher preparation program, how would you have rated the adequacy of your preparation to teach in a culturally diverse setting with at-risk students?

Very weak	046
Weak	127
Adequate	086
Strong	029
Very strong	010

February, 1999

Dear Principal,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment instrument that I would like you to complete. Please return the survey to me in the prepaid envelope by March 21, 1999.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of employers of **our graduates and students who went through our certification program who are first or second year teachers**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your teachers to make them aware of our surveys and ask them to participate. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC---Principals---1999)

Of the 385 principals who evaluated first and second year teachers (graduates of Central and those who completed certification) during the 1998-1999 school year, 149 (39%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. How many CMSU graduates and/or post-bachelor certification graduates did you employ this school year as true first-year or second-year teachers? 196

Sex:

males	050
females	146

2. What is their annual individual salary ? Please list a number for each.

less than $18,000	001
$18,000-19,999	014
$20,000 or beyond	095

3. How would you describe them? Please list a number for each.

American Indian	000
Hispanic	008
Asian or P I	002
White	176
African American	010
Other	000

4. Do you feel they are satisfied with the profession they have chosen? Please give a number for each choice.

Yes	162
No	034

5. How well prepared do you consider them for their present position?

Very strong	023
Strong	063
Adequate	020
Weak	001
Very weak	001

6. How would you describe their current positions in education? Please list numbers for each position.

Full time teacher	183
Permanent substitute	001
Part-time teacher	002

7. What subject(s) do they teach? (please list numbers for all that apply)

_1_Agriculture	_4_Art	_4_Biology	_6_Business
_0_Computer Science	_0__Marketing	_7_Earth Science	_61_Elementary
_22__English	__6_Health	__4_Home Economics	_6__History
_3__Journalism	_15_Mathematics	_9_Music	_8_Physical Ed.
_8_Physical Sciences	_11_Social Studies	_18_Special Education	_3__Speech/Theatre

_6__Foreign Language _4_Industrial (ARTS) Technology Education

_21_Other(s)___Speech and Reading_____

8. What percent of your first-year and second-year teachers are certificated in all areas they are presently teaching? (Excluding emergency certificates)__95___%

9. How many of your first-year and second-year teachers are on emergency teaching certificates?_05__% In what disciplines? Special Education, Math, and Science

10. Please rate your perception of your new teachers' level of satisfaction with each of the following aspects of their current teaching positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for the principals responses

1.9	salary/fringe benefits
1.7	quality/level of administrative support
1.8	level of personal challenge
2.1	methods used to evaluate your teaching performance
1.7	your sense of professional autonomy/level of discretion
1.6	general work conditions
1.9	intellectual stimulation of the workplace
1.7	geographical location
1.9	opportunities for professional advancement
2.0	level of support from parents and the community
1.6	level of support from administrators and colleague
1.6	interactions with colleagues/students

11. Would you hire your first-year and second-year teachers again? Please list a number for each

All	082
Most	018
Some	002
None of these	002

12. How well prepared are your first-year and second-year teacher to teach in culturally diverse settings ? Please list a number for each

Excellent	039
Good	057
Average	010
Weak	004
Poor	006

13. To what extent have education courses (other than field-based experiences such as student teaching) contributed to their success as a teacher? Please list numbers for each choice.

Very Significant	013
Significant	052
Modest	024
Insignificant	002
Very Insignificant	002

14. How well prepared are your first-year and second-year teacher to teach AT RISK students ? Please list a number for each.

Excellent	012
Good	043
Average	034
Weak	006
Poor	001

ABOUT YOU

15. When did you complete your teacher preparation program ? (Year) Range = 1959-1995.

16. What was your undergraduate major?

Elementary Education	38 %
Physical Education	21%
Social Studies	20%
Others	21%

CBASE RESULTS

CENTRAL STUDENTS ONLY

4/15/88---3/4/99

Students who wish to complete a teacher education degree in Missouri need to successfully complete the College Basic Academic Subjects Examination, CBASE, as part of the admission process for acceptance into the teacher education program at Central. This requirement became effective on September 1, 1988 as part of the 1985 "Excellence in Education Act." CBASE is a criterion-referenced achievement examination focusing on the knowledge and skills requisite to successful college course work. It contains five examination areas: Writing, English, Math, Science and Social Studies. Since the first offering of CBASE in April of 1988, 4676 students have submitted test scores to the university as part of their teacher education admission process. The following page shows a matrix per test, by number of successful attempts, unsuccessful attempts with frequencies, and percentages. The left hand column of the matrix requires the following explanation in order to interpret the data:

1 = First attempt, successful

2 = Second attempt, successful

3 = Third attempt, successful

4 = Fourth attempt, successful

5 = Fifth attempt, successful

6 = Sixth attempt, successful

7 = Seventh attempt, successful

8 = Eighth attempt, successful

9= Ninth attempt, successful

A = First attempt, unsuccessful

B = Second attempt, unsuccessful

C = Third attempt, unsuccessful

D = Fourth attempt, unsuccessful

E = Fifth attempt, unsuccessful

F = Sixth attempt, unsuccessful

G = Seventh attempt, unsuccessful

H = Eighth attempt, unsuccessful

I = Ninth attempt, unsuccessful

English	Frequency	Percent
A	162	3.5
B	27	.6
C	6	.2
D	9	<.1
E	1	<.1
H	1	<.1
1	4151	88.8
2	234	5.0
3	53	1.1
4	16	.3
5	11	.2
6	2	<.1
7	2	<.1

Writing	Frequency	Percent
A	104	2.2
B	22	.5
C	6	.1
D	8	.2
F	1	<.1
E	1	<.1
H	1	<.1
1	4226	90.4
2	227	4.9
3	49	1.0
4	18	.4
5	10	.2
6	2	<.1
7	2	<.1

Math	Frequency	Percent
A	246	5.3
B	36	.8
C	12	.3
D	6	.1
E	6	.1
F	5	.1
G	1	<.1
H	1	<.1
I	1	<.1
1	3969	84.8
2	229	4.9
3	96	2.1
4	33	.7
5	19	.4
6	11	.2
7	4	.1
8	1	<.1
9	1	<.1

Science	Frequency	Percent
A	295	6.3
B	34	.7
C	8	.2
D	3	<.1
E	1	<.1
F	2	<.1
1	3849	82.3
2	375	8.0
3	68	1.5
4	26	.6
5	11	.2
6	2	<.1
7	3	.1

Social Studies	Frequency	Percent
A	206	4.4
B	28	.6
C	6	.1
D	5	.1
F	2	<.1
1	3998	85.5
2	292	6.2
3	83	1.8
4	30	.6
5	13	.3
6	9	.2
7	3	.1
9	1	<.1